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**The future of French and English language in  
Algerian education: the case study replacing French  
language by English language in primary school**

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## *Dedication*

This thesis is dedicated to every person who helped me, even if with a word, for every person who motivated me from the beginning of my studies until the day of my graduation, for every person who contributed to raising my morale. For every person who told me you can do it, for **Mama and Baba** , for **Ikram, chahinaz and Mohamed amine**, for me, to the hope, life, love, and passion. I dedicate this thesis to the past and to the future and the present day, to every person who opens it and reads it.

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## Abstract

The French language in Algeria is one of the most important languages, especially in education, as it is closely related to the history of the country, which dates back to the era of French colonialism, despite the independence that was in 1962, but the French language has not budged its position over the years. After the Arabic language, but with the advent of the new generation, an unexpected change occurred that shook the throne of the French language, as many people began to demand its removal and consider it a remnant of colonialism that adhered to us over the course of years, as the new generation that appeared we find that we find it more attached to the English language, and it is no wonder that it is the language of communication And development and technology, as many have expressed, is that it is the language of the future, and from here the people's first demands have become to replace the French language with the English language, starting with primary education, as it is the base of learning and science, and the fact that the French language has become no longer serving the future with nothing. For this reason, this study is reflected in monitoring the future of the French and English languages in Algerian education, shedding light on the inclusion of the English language in the first stage of primary school education.

**Key words:** languages, French language, English language, Algerian Education, Primary School.

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# General Introduction

## 0.1 Introduction

Since we live in a world that requires learning many languages with keeping pace with scientific and technological progress, man must broaden his linguistic horizons. This finds many people finding many languages besides their mother tongue. The more fluent the individual in foreign languages, the greater his scientific and intellectual opportunities and a lot advantages in his future life. That is why we find many countries, not only Arabic, as well as non-English speaking foreign countries that resort to teaching English as a second foreign language starting from the first stage of education, such as Australia, China, Japan, Thailand and Taiwan.

Teaching languages in the educational system in Algeria has always been full of problems, suggestions and solutions, and the controversial topic has always been the adoption of the English language as the first foreign language instead of the French language. From the Algerian education, which led to the existence of a gap and raised several questions, especially that the French language no longer serves the future of the youth in the country and with the new generation related to the English language more than to the French, as it has become more in demand in work and in scientific and cultural development.

General, the Algerian language is easy to understand for the neighboring countries Morocco and Tunisia, but it is difficult for other Arab countries as a result of mixing Arabic with French vocabulary, and this formed a distinct dialect from the rest of the Arab countries, as if we had not transcended French colonialism despite the passage of 60 years since Algeria's independence, after the peaceful movement February 22, 2021 was very clear, and among these demands was the removal of the French language from the country, representing it as the remnants of France that it left and keeping pace with the current youth, demanding the generalization of the English language in education starting from the first phase of primary school, But some believe that teaching French from the primary stage is very normal, and it is also useful for a child to learn a new language for him to use in the future, as if education ministry take their decision about including the English language, it should be adding to French language not replacing, meaning that it is optional by the parents, and some are determined to be completely removed from the primary stage, and a decision like this requires a lot of study and planning; This includes from the language planning where the state is the one who makes the last decision about whether to include this foreign language in with or in place of another foreign language, where the development of the language of society is a sign of its development and its delay indicates its backwardness, and the ability of the community members to pay attention to their language and keep them up to its level to improve its level as much as it serves them and expresses their science and culture.

The idea of this research or the title was never a coincidence or a choice from another party. It was my individual choice, as I wanted to present something more widely used and useful for those after me, and the only goal of this research was to highlight the position of the English language, which stands as a founding stone for the French language, and after all these years that I had the attention of the people.

In light of this complex situation in the educational system in Algeria between the French and English languages, and the demands of the people to remove the French language from the curriculum, the educational system is floundering and the state has been keen to find appropriate solutions to this situation by linking social reality with the language chosen by the people that is encouraged. With great interest and linking the objectives of public and educational.

From this context, I decided to choose to prepare this memo in order to talk about the French and English languages and shed light on their future in the country. One of the most important of these reasons was that this topic is more popular and current, as my desire is to focus a lot on the English language in primary education, especially And its role on the scientific and practical level and the future of the Algerian individual, where the idea of this research was not a coincidence and a suggestion from anyone was an idea of the content that this topic attracted me a lot for discussion.

Which this work aims to discuss

- The history of the French language in the country before and after the French colonialism and the impact of colonialism on education in Algeria.
- The future of the French and English languages in Algeria in all aspects, especially the future of education.
- The opinion of the Algerian people about the continuation of the French language in the country.
- The recent ministerial decisions about the continuation of the future of the French language in the country.
- The decisions to include English in the primary school phase.
- The methods of changes that result in replacing the French language with English in primary schools.
- The importance of the people's decision to replace the French language with English.
- The end of the era of the French language in the country.
- The importance of the English language on the practical and scientific levels in the world and its role in developing the capabilities of the individual in society.

Here we stand before the questions that come to my mind on this subject, which are manifested in:

- 1- What is the fate of the French language in Algeria?
- 2- What if English became the first foreign language in Algeria?

And this study is directed by two main hypotheses

- 1- The end of the French language in Algeria as a result of not being accepted by the people.
- 2- A number of citizens accepted the inclusion of the English language, starting from the primary school.

In order to answer these questions, I adopted the descriptive-analytical approach, and I also relied in this research on four chapters, the first chapter and the second chapter, and the form of the research is an introduction, two chapters, a questionnaire analysis and a conclusion.

The first chapter is under the title: the French language in Algeria, and it contains a set of

events that led to the development of the French language in the country by colonialism until the present time, especially in the educational system, and also discusses the most important decisions that affected the position of the French language in Algeria, which led to the decline of its position on the practical and scientific levels, and we will even discuss the demands of the people about its future in the country.

As for the second chapter, it will include the future of the English language in Algeria, focusing on its inclusion in primary schools, starting with studying the history of the English language in general and the stages that contributed to its development over the years and its global standing, to studying the presence of the English language in Algeria, especially Algerian education and its role in the life of the individual. In the second chapter, we discuss the presence of the English language instead of French in primary schools, highlighting the recent decisions of the state regarding this decision.

As for the analysis of the questionnaire, we will discuss a study about the opinion of middle and secondary education teachers about the inclusion of English instead of French in primary schools. The questionnaire will be written and I supported my questionnaire with some of the most frequently asked questions on this subject.

The research ends with a general conclusion and the results of the research.

And through my research, I relied on many sources and references, and many sites from the Internet and electronic magazines, and I took ideas from various notes, and the only inspiration that came from this topic was reading many articles and topics and even watching the daily news that helped me develop my thinking on the subject and keep me informed of all new.

# Chapter 1

## French language in Algeria

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## French language in Algeria

### 1.1 Introduction

The French language is one of the most important languages in the world and is widespread, especially in North African countries. It also has great consideration in many major universities around the world and is an important language in the European Union, United Nations organizations and international organizations, and in Algeria the French language is classified The first foreign language to connect to the history of French colonialism in Algeria, and French is still monopolizing the rank of the foreign language, more widely spoken in the country after the Arabic language, which many see as a remnant of colonialism and it is time to dispense with it. In this chapter, we will discuss the presence of the French language in Algeria, but first we will see the diversity of languages in the country with a review of the history of the French language from before independence to the present time, and we will also see the reasons for the decline of its position in the country and the latest decisions regarding the future of the French language in the country.

### 1.2 The languages in Algeria

Algeria lives in the light of various fluctuations in the language, where the Algerian dialect is one of the most difficult dialects to understand and learn, as it mixes between Arabic, Tamazight, French, English and even Spanish in some words in some states such as Oran and Mostaganem, the southern dialect is different from the north and The tone of the East differs from the West. This difference is due to the colonialism that left behind a fragment of languages as a result of the French colonial desire to end the Arabic language from a country in various ways. For this reason, the Algerians had to use the colloquial language mixed between all languages to invent a language of their own, as we find the two official languages in Algeria are Arabic and Tamazight. And French is considered as a second foreign language, as it is taught in primary schools.

### 1.2.1 The Arabic language

In 1963 and in the Algerian constitution reforms after independence in 1962, it was confirmed that the Arabic language is considered as the main language in Algeria and the first and spoken language, as the Arabic language is considered one of the most important languages in the world in the language of Islam and science and development. The constitution emphasized that the language Arabic is the national and official language in Algeria, in its fifth article: " The Arabic language is the national and official language of the state ".<sup>[1]</sup>

During the era of the late President Houari Boumediene 1978, the Arabic language was at the forefront and was used in all external and internal transactions, and about the status of Arabic as a complementary factor to the national character, Boumediene says: "Education, even if it is at a high level, will not be real unless it is patriotic, and it will remain incomplete if it is not based on the language of the country, and it could pose a threat to the nation's balance and fracture its character".<sup>[2]</sup>

And law number. 91-05 of Jumada al-Thani 30 1411 corresponding to January 16, 1991, which includes the use of the Arabic language, and in its first and second articles (01, 02) of the first chapter of it: "This law defines the general rules for the use of the Arabic language in various fields national life, its promotion and protection. And in its second article: "The Arabic language is one of the components of a well-established national character, and one of the constants of the nation".<sup>[3]</sup>

#### A) Difficulties faced by Arabic in Algeria

the difficulties facing the Arabic language in Algeria lie within the culture, social and psychological relations that control the weakness of the classical Arabic language in our country. Among these reasons are:

- Weak interest in the Arabic language from official authorities.
- Raising children at home, in the street, and at school, and making them accustomed to speaking French in order to be called an educated person.
- Non-application of laws related to the generalization of the use of the Arabic language.
- Not obligating the Algerian administration to use the Arabic language.
- Making fun of people who speak Arabic.
- The use of the French language in everyday vocabulary.
- Get used to the mixed colloquial dialect of French.
- Giving the French language great importance over the Arabic language and considering it the language of science and culture.

## B) Solutions

There are many solutions to end French from countries, including:

- Spreading linguistic awareness in order to protect the Arabic language.
- Coordinating the efforts of institutions and individuals to popularize the use of the Arabic language.
- Paying attention to Qur'anic schools for memorizing the Qur'an and thus benefiting from it in worship and eloquence.
- Attention to the development of scientific terms and their unification among the Arab countries.
- Instilling a sense of pride in the Arabic language in the hearts of our children.
- The necessity of dealing with scientific institutions such as the Supreme Council of the Arabic Language.
- Encouraging the writing and translation of books and scientific references from and into the Arabic language.
- Contribute to the dissemination of information culture and benefit from modern technologies.
- Taking care of foreign languages and developing their education in addition to preserving the Arabic language as the mother tongue.
- Raising awareness among parents to accustom their children to speak Arabic instead of using French terms outside and inside the house.

### 1.2.2 Tamazight

The Algerian linguistic scene cannot be completed without the dialects of Tamazight. This Language originated in North Africa. It belongs to the Afro-asiatic family of languages sisters to the Egyptian language, Semitic languages... [4]

The Berber language in Algeria has several dialects: "Kabylie" - relative to the Kabylie region located to the east of the city of Algiers, and it is spread in the states of Tizi Ouzou and Bejaia in the east, and Bouira and Boumerdes in the center, and it is the most spoken in terms of numbers. Several years ago, a segment of the population of these areas launched a separatist organization on the basis of "language distinction". The organization treats the residents of the rest of the country as "Algerian," while the residents of the four mentioned states are called "tribal." They strongly defend writing their dialect in the Latin letter, and they show a very negative sensitivity towards Arabic.

There is the Chawi dialect, which is spread in the northeast of the country, in the vicinity of the cities of Batna, Tebessa, Khenchela and Souk Ahras in the east.

The "Tariqi" dialect - or "TariGi" - spreads in the city of Tamanrasset and its surroundings in the far south of Algeria, and communication with it extends to northern Mali and some areas of Niger. The Tariqa tribes in these countries have mixed through marriage, and they are represented in the Algerian Parliament. These Berbers have no political starting points in



issues of language and identity, and they prefer Arabic to Berber, and their culture remains confined to heritage and culture, then, there is the “Mozabite” relative to the Mزاب region, and its “capital” is the city of Ghardaia.

The Tamazight language became an official language in Algeria after the amendments made by Parliament in 2016 after a long struggle. It is the language used by the Berbers in the country and the Berber language is spoken by 10 million people in the country and spoken by 21% of the citizens, although the official language In Algeria it is Arabic, but on the street we find a mixture of French and Arabic.

There’s a heated debate in the country concerning ethnicity and thereby language. Many Algerians consider themselves Arabs today, and by some, the Berber languages as well as the Berber identity are seen as a conflicting narrative in this regard. Because of this, there seems to be a growing divide between Algerians who speak either the one or the other language.

### 1.2.3 The French language

#### A) The historical background

The colonial period in Algeria was a time of suffering and struggle for Algerians who fought to win back their freedom and defend their values against French attempts to subjugate them. It was also a struggle to end foreign control over the country’s wealth and resources. [\[5\]](#)

The history of the French language in Algeria is linked to the famous story of “Dey houssien” and the French consul Duval in Algeria 1827, which the Algerian Dey expelled the consul and accidentally hit him with his flywhisk during the audience after he demand And he demanded the payment of debts estimated at 24 million French francs, when Algeria helped France when the European countries announced a siege on it because of France’s declaration of the French Revolution. And from here, France thought that Algeria had insulted the French consul and decided to war against Algeria. But it was only a reason to control the country.

In 1830, the French decided to continue the occupation and start a comprehensive invasion of Algeria and imposed their French rule, and France annexed the rest of the occupied areas in 1834 AD and there was a large influx of Europeans, mostly peasants or working-class origins from the southern regions of Italy, Spain and France to Algeria, and seized The French authorities redistributed land used by tribes, religious institutions, and villages.

French colonialism changed the Algerian economy to become a producer of cash crops such as wheat, olives, citrus fruits, tobacco and vegetables which were all exported to France and wine became the country’s most important export.

Many Algerians have also been forced to leave their homes and live outside the cities, and fertile lands have been taken from their owners by force. It also made a complete change in the Algerian government and became French.

France exploited Algeria’s mineral resources such as oil, iron, gold and ore for its own benefit, so the Algerian economy did not grow. Also, The French language is taught in all schools to completely eliminate the Arabic language from Algerian education.

France worked to survey the Arab culture, and the French language imposed its presence and this has been since It entered 1830, when about a thousand primary and secondary schools in Algeria were closed. And the colonial circles promoted among the rising generations, that Algeria had reached the bottom Degrees of ignorance and barbarism, and she said that Arabic has died and is buried with dead languages, and this is In order to justify its educational policy and support its tyrannical ambitions, it attacked the values and religion And the civilization of the Algerian people.

### 1.3 The reality and status of the French language in Algeria education

Education in Algeria witnessed several stages, where education before colonialism was completely different, as it was characterized by Arabism and originality, and when colonialism entered our country Algeria changed education by 180 degrees, as it became dependent on the French language, up to the period of independence and the policy adopted by the state In the process of reforming the educational system 2003-2004 and all the changes in education, where the decision came to teach the French language in primary school starting from the third year at the age of 8, as it is considered as the second language after the Arabic language in the country.

#### 1.3.1 Before colonization

Education before the French occupation was very developed, as it was brief on Quranic schools such as mosques, and they had a major role in building Algerian history, Where the traditional Arab education was dominating all aspects of life in Algeria, which continued and its guest even after colonialism, which tried hard to erase the Arab culture from the country, Many historical sources talked about the spread of education in Algeria during the Ottoman era And about the people's willingness to learn and their respect for teachers. [6]

The great spread of mosques and Quranic schools in the country helped a lot in preserving the Algerian personality and Arabism, and fighting illiteracy that was widespread in the countryside. And the northern states, such as Oran, Tlemcen, Constantine and Bejaia, were the centers of prosperity, and there were the largest schools of education before French colonialism. Dechy, who is in charge of public education in Algeria, stated: "The schools in Algeria and the inner cities, and even among the tribes, were many and well-equipped, and replete with manuscripts. In the city of Algiers, there is a school in every mosque, where education is free, and its teachers receive their wages. It was imported from the mosque, and among its teachers were brilliant professors whose lessons the Arabs of the tribes were drawn to". [7]

### 1.3.2 During colonization

When France occupied Algeria, it found education very developed, so its campaign aimed at spreading illiteracy in the country, destroying Quranic schools and banning the Arabic language in the country.

“The real miracle that can be achieved lies in the French language being gradually replaced by the Arabic language.” \* Duke de Rovigo, Governor General of Algiers in 1832.

France began opening French schools and changing the Algerian curricula. The period of amalgamated education appeared in order to integrate Algerian culture into French. Then the public education policy began, whereby children learn to read and write in French in addition to Arabic. , and These public schools were for males only. This was intended to compete with the Quranic schools and win the love of the people. The first school for girls was established in Algiers in 1845 and from a private initiative. The number of Algerian students in 1844 was about seven students, compared to a hundred Europeans. [8]

And this was the control of all the traditional schools and the Algerians were removed from the religious education that he had been in since ancient times, as the schools' propaganda was to broadcast a civilized message and an excellent image of France's privileges in Algeria.

This is how the French claimed that they came to spread civilization and urbanization among the backward Algerian people, who live a life of stagnation and idleness, meaning that France came to this country carrying a civilized message “and that with this title it bears the responsibility of enlightenment, liberation and progress. Its civilians, soldiers, clergy and settlers were chanting this slogan The time of the night and the ends of the day... [9]"

### 1.3.3 After the colonization

The French language is taught in Algeria from the first years of school (primary school) where the educational system gives a strong interest about of learning this language after the reforms in 2004-2003 which teach French in primary, secondary, middle school until university. But despite the fact that French is taught at an early age in a student's life, the reality proves the opposite.

If we search for the importance of the French language, we find that it is an important language in many countries such as Belgium, Canada, Switzerland and many other countries, even though it is not a French speaking language.

In Algeria, the French language is the first foreign language due to its connection with the French colonialism in the country, and it is still extended to the present day as the second language after the Arabic language. Although the educational program is applied to all states of the country, we find that the difference between the south and the north is very clear in terms of learning French, where we find students in the south of the country facing difficulty in learning the French language, we find many reasons, including the lack of interest of parents in teaching their children this language and Focusing only on the Arabic language, as a result of the spread of Quranic schools in the south of the country. And The weakness of the French

language in the majority of students in all educational stages up to the university is due to the most important reasons:

The teacher's weakness in mastering the French language

- Increasing demand for learning the Arabic language.
- Not caring about French like in the past.
- Students' difficulty in understanding the rules of the French language.
- Not distinguishing between masculine and feminine nouns.

### **A) In primary school**

French in Algeria is taught in primary school at the age of 8 and continues for the next three years. The French language continues to be taught for the rest of the phases, leading to higher education (university). In order for the student to specialize in one of the branches that sometimes require good pronunciation and excellent knowledge of French.

The objective of learning French in primary school is to achieve the highest level of proficiency for the novice user in communication, verbal communication, conversation, communication, and writing in reading and writing. He begins gradually in the second stage - or what is called deep development in the third year and learns in it, the foreign language where he acquires the competence of verbal and written communication in the first educational lessons.

In primary education, the teacher concentrates well in terms of pronunciation and storing words, numbers and letters, and with the new system in Algerian education it has become more complex as they learn French from the third year in depth, where the student not only learns numbers and colors, he also learns how to write and even grammar, which This is beyond the comprehension of students at the age of 8 or 9.

### **B) In secondary school**

When the student passes the primary stage and passes the final exams, he goes directly to middle school, where he begins to delve into the French language and learn how to write a letter consisting of 10 lines, And how to analyze a text.

In addition to French, also studies English We find many students interested in learning English more than French, as it is a new language for them and is easy to pronounce, Where the English language has become present in all life magazines, even cartoons, Which at the middle school, the method of education is completely different from the primary middle education in Algeria lasts for 4 years, and this stage is one of the basics of developing the skills acquired in the primary stage.

### **C) In high school**

After obtaining the middle school certificate, the student goes to the last stage of education, where the high school which lasts for 3 years and is divided into scientific and literary sections. Which the French language in literary branches is basic In addition to English and German which student start write long letter and analysis the text and literary work.

## **1.4 The uses of French language in Algeria**

The French language, like many languages in the world, has many uses. It is also one of the most popular languages that people learn due to its spread in the world, especially in North African countries. The French language is the language of fashion, beauty, culture, dance, cooking and theatre, which In Algeria, French is the second foreign language after Arabic, and it has several uses. Among these uses, we find the following:

### **1.4.1 Labor market**

everyone who wants to get a job in Algeria must be proficient in the French language, along with other languages, because it is the language of the global labor market. Where France occupies the first ranks in world trade, and France brings Algeria together in economic and political relations. Trade between the two countries has increased since 1999, when Algeria ranked first among the most important commercial clients in France.

The French language is of great importance, especially in the scope of work mixed with people from different countries and this is in dealing with people and also if the scope of work requires the French language, for example in research on the Internet, the successful person does not rely in his research only in Arabic, the person who is looking for development Searches in successful languages globally.

### **1.4.2 Tourism and Travel**

France is one of the tourist countries in the world and has the most important tourist attractions, which are visited by more than 87 million tourists annually, which Individuals in the Algerian society must be fluent in speaking the French language when deciding to go to France, as Algeria has witnessed in the past years many illegal immigration to France for work or as it is called a better life than the one they live in their mother country.

Since tourism in Algeria has increased over the years, the French language is the main language in Algeria, being the second language after the Arabic language and the most widely used among the community.

### 1.4.3 Education

The French language in Algerian education has been present since the French colonialism in Algeria, as it continues from primary education to university level, Where the majority of the people study in French, especially medicine, which Many students in Algeria also think that the French language is easy to learn and is the main rule in learning many languages such as Italian Spanish and Portuguese. It is also an analytical language and develops thought and critical thinking.

As many students with the highest baccalaureate rate in Algeria decide to study in France instead of Algeria, and students who are requesting to continue their studies in France must pass the French language exam to see if your level entitles you to study and live in France or not. Usually the university requires an average result of B2 for technical subjects and C1 for language students (French).[\[10\]](#)

### 1.4.4 Social context

French in Algerian society is an integral part of daily life. The daily words used in the daily life of the individual are used in the French language like the bag (Cartable) , diaper (Couche) And many of them, and this is what distinguishes the Algerian dialect from other Arabic dialects, which many Arab peoples believe is difficult to understand and learn.

A short tour through the streets of Algiers notices the wide spread of the French language, as most of the shop signs are written in French or the concept of Arabic in French letters. The car wash became Lavash, and a multi-service store became its name taxiphone, even when they speak, they mix Arabic with French, for example, when you ask someone about his condition, he answers you “ Rani bien” We also note that the rareness of speaking the classical Arabic language, and who speaks the classical language becomes a laughing stock in society.

The French language has been with the Algerians for years, since France colonized Algeria, as it is part of our culture and dialect. According to the researchers’ opinions, “The language spoken at home and in the street is a mixture of the Algerian dialect and French words. “The linguistic situation in Algeria is linked to many social contexts and centers as a result of the multiplicity of languages and the difficulty they include”.

### 1.4.5 Media

Most of the Algerian channels speak Arabic or French, where the news is presented in Standard Arabic and foreign films are presented dubbed in French without subtitles at the bottom of the screen in Arabic. Even Arab or local films are shown with subtitles at the bottom of the screen in French.

The radio is also affiliated with the three channels in Algeria, broadcasting all programs in French, such as cooking, sports, health, and daily problems. And the phone service was also in French, for example, when you find your friend’s phone is switched off, the phone service

answers you with “Le téléphone de votre correspondant est éteint ou hors zone de couverture” And newspapers in Algeria are divided into two, the French-speaking newspapers and the other in Arabic, such as Liberte, Kabylie, El Waten.

Television is the main medium that takes up the most time in viewers’ lives, and occupies the radio the second degree, then come the newspaper, followed by the magazine. Statistics show that the media the life of an employee, worker, or professional person takes approximately six hours per day in developed countries. [11]

## 1.5 The opinion of Algerian people about the French language

« J’écris en français pour dire aux français que je ne suis pas français. . . .la langue française a été et reste un butin de guerre. »

Kateb Yacine, (Algerian author).

The Algerian author Kateb Yacine famously said that the French language were the “spoils of war” that Algeria got when it gained its independence from France in 1962.

Speaking French doesn’t mean that you’re affiliated with the old colonial powers, but rather that Algeria has appropriated the French language and made it Algerian.

The French language in Algeria is the second foreign language that is taught in schools from the age of 8, where we find the French language everywhere, in the street, in the store, even in homes and in the way of speaking.

In recent times, the Algerian people have become more demanding to remove the French language from the educational program, as many think that it is a dead language for them, and they describe it as the old style, where the younger generation is using the English language in the use of everyday terms, and The reasons differ about the reason for the people’s desire to remove the French language is to erase the language of colonialism that accompanied them since independence.

Especially after the problems that occurred between the two countries, France and Algeria, where French President Emmanuel Macron made statements that many Algerians considered insulting, and he also expressed that Algeria is a country without a history before French colonialism, as it was dependent on Ottoman colonialism only, and this angered many Algerians. “French President Emmanuel Macron’s statements in which he denied the existence of an Algerian people before the French occupation in 1830, and insulted the president, the regime and the Algerian army, is a “declaration of war” against Algeria” [12] The result of this statement was the severing of relations between France and Algeria, and two ministries decided to cancel dealing with the French language in correspondence issued by them.

On the other hand, the French Embassy in Algeria reveals that 300 million "Francophones" in the world speak the French language, and that the number of French speakers has increased by 6.9 percent. The embassy highlighted that France aspires to make the French language one of the most prominent languages of tomorrow and a feature of globalization, which ranks fifth in the list of the most widely spoken languages in the world. [13]

The Algerian people think that French President Macron has a deep-seated grudge against

Algeria and the people of Algeria since he defeated the largest and oldest European empire to colonize this Arab Maghreb country, with a big difference in military and demographic capabilities, and after France had colonized Algeria for a long period of 132 years, And through the decision taken by the Ministry of Higher Education to replace the English language with the French language in universities, a step that many social media pioneers interacted with.

Since the movement of 22 February in Algeria, where many Algerians came out to the homeland demanding changes and among these changes was the demand to remove the French language from Algerian education and replace it with the English language, and the emergence of the new generation more related to the English language, and the widespread opening of private schools to teach English from scratch.

As one of them commented on Facebook, saying about the French language: "The state is supposed to remove the French language as the language of backwardness, and Arabic is classified as better than it globally, and the second language will be English as the scientific language and universally understood, When I traveled to Turkey, one or three sentences of English saved me, no one. He understands French and very few speak Arabic, it is true that English is the language of the world".

The effect of the French language on the whole of society, you see the Algerian person half of his speech - or even most - in French, so that in some regions it is as if the official language is French, as if it were a piece of Europe, until they wondered who spoke Arabic, and my brother told me that he went to the capital Because he lives in the south of Algeria, the province of Ghardaia, and by nature he speaks Arabic without pretension, not Standard Arabic, so he was told when they heard him speak in it Are you from the Arab East!!!

The fault is not in learning the French language, but the fault in speaking it unnecessarily among the Arabs.

Perhaps if we discuss the reasons why French spread so quickly in our society that:

- 1- French colonialism and its attempt to obliterate the Arab and Islamic identity.
- 2- Speaking French in an Arab country without a need.
- 3- Weak interest in the Arabic language from official authorities.
- 4- Giving the French language great importance over the Arabic language, considering it the language of science and culture.
- 5- Speaking colloquial and slang.
- 6- Raising children at home, in the street and at school, and making them accustomed to speaking French in order to be called an educated person.

Likewise, if you enter administrations, institutions and universities, you will find most papers and documents in French, unfortunately. You even need a translator in order to understand what is meant - and God helps - and it is surprising that the official language is Arabic!

As for education, it is an event and there is nothing wrong with it. You will find students mastering the French language and some languages, but they are not fluent in the Arabic language in spelling or correct pronunciation when reading, not to mention the syntax and the form.

We also find that the people who live in the south of Algeria express their regret about the



northern countries because they are like other countries. They all speak the French language as if they do not find the Arabic language at all, so that those who do not speak the French language are no longer educated among them.

Therefore, the emergence of the new generation demanding change wants to end this story, the story of the French language associated with Arabic in our country, where we can develop our country and keep pace with other Arab countries, and bring an end to the remnants of colonialism in our country forever with a small change where English becomes the second language in the country.

## 1.6 The future of French language in Algeria

### 1.6.1 General Definition

French is one of the Romance languages spoken by about 80 million people around the world as an official language. Most native French speakers live in France, where the language originated. The rest are distributed among Canada, Belgium, Switzerland, French-speaking Africa, Luxembourg and Monaco.

The French language is descended from the Latin language, the language of the Roman Empire, like many other international languages such as Portuguese, Spanish, Italian, Catalan and Romanian. It is also similar in this lineage to some local languages, such as the Occitan or Occitan language, which is the language spoken by the people of Occitania in southern France, and the Neapolitan language, the language of the inhabitants of Naples in Italy, and others. The development of the French language was also greatly influenced by the Celtic languages, a branch of the Indo-European language family. This is because the Celtic languages were spread in large areas in western and central Europe by the Celtic or Celtic peoples in the pre-Roman and Roman times, but now they are limited to small coastal areas in northwestern Europe). The French language was also influenced by the Germanic language coming with the invaders of the Frankish people who entered France after the end of Roman control over it. French is an official language in 29 countries, most of which constitute the so-called Francophonie, ie the community of French-speaking countries. It is also an official language in all United Nations agencies, and in a large number of international organizations. [\[14\]](#)

### 1.6.2 The future of French language

#### a) in the world

It's an official language in countries across five different continents and is also the second most studied language in the world, after English: 120 million students are currently learning French. Atop the 80 million native speakers in the world, there are an estimated 187 million non-native and partial speakers, and these numbers are increasing. Owing to population growth in Africa, where approximately 50 percent of native French speakers live, the total number of French

speakers could rise to as much as 700 million by 2050, according to demographers. Which there are many French-speaking countries, and these countries are spread in Africa in particular. The development of the French language in the world is due to the preference of Africans who prefer to speak French instead of their mother tongue. French is the most widely spoken and developed language in South Africa.

### b) In Algeria

Informal sources revealed to "Arabi Post" that Algeria intends to abolish the use of the French language in all its official departments by the end of next year. According to the same source, the recent decision taken by the Ministries of Vocational Training, Youth and Sports regarding dealing exclusively with the official national language in Arabic in all its correspondences starting from November 1, 2020, corresponding to the outbreak of the editorial revolution against French colonialism, was taken by the Presidency of the Republic. The source added that the decision to abandon the French language in Algerian official institutions will be made gradually and will affect ministries and other sectors more important than the Ministry of Vocational Training, Youth and Sports. [15]

In the last days, we notice a great demand for young people to learn English, their desire to master the language to ensure a professional future, as we see many schools receiving large numbers of students of different ages after the school failed to achieve that, but after the decision to open English education in primary education, perhaps we will see The French language will gradually disappear from the life of the Algerian, as the French language has retreated a lot in the fields of thought, knowledge, technology and creativity compared to what it was during the sixties and seventies of the last century when it was producing thought and human sciences.

The Algerian Ministry of Higher Education announced the publication of an opinion poll on its website on replacing English with French in university teaching. Where higher education in Algeria witnessed the teaching of the French language in various disciplines such as mathematics, engineering, medicine and electricity, and the Algerian Ministry of Defense was the first Algerian official body to "announce a break with the French language" in 2015, after a sudden decision to change the banner of the ministry's headquarters in the capital and replace it with one written on it "Ministry of National Defense" in Arabic and English instead of French. Algiers Post followed it in 2018, when it took a surprising step by abolishing the use of French in all its official documents and replacing it with Arabic.

The Algerian government also launched a new educational TV channel, and specified only 3 languages for teaching pupils and students in an unprecedented decision, which are Arabic, English and Chinese, with the exception of the French language. The Algerian Ministry of Education also announced "the cancellation of the French language exam" from the professional promotion exams in the sector for the first time since Algeria's independence. Academic and researcher Yahya Jafari said in a statement to "Al-Ain News" that "the issue of estrangement with the French language cannot be considered a rupture with a language, but rather with a

cultural project that Algerians consider a continuation of national independence."

He considered that "the French language throughout the world is limited, confined and abandoned, and even France is making amendments to its curricula to join the language of science and research, which is shared by the largest number of the world's population."

As for Professor of Political Science and International Relations at the University of Algiers, Dr. Lazhar Marouk, he gave other dimensions to the importance of reconsidering the English language in the country, focusing on its importance in the economic aspect.

He explained in an interview with "Al-Ain Al-Akhbar" that "Algeria is far behind in the inclusion of the English language as a vital and lively language from the primary stage to university, especially with the presence of a strong lobby inside Algeria that serves the French language at the expense of the English language, despite the French retreat even in its own backyard, This influential lobby within the administration obstructed the inclusion of English and closed Algeria so that it would not include it in its natural form.

He added that Algeria is in dire need of teaching in English in all disciplines "to keep pace with the scientific and civilized development that the world is witnessing, and all the economically advanced countries are well in control of this language." [16] Algerian Higher Education Minister Tayeb Bouzid declared that "the French language does not get us anywhere" and ordered the country's 77 universities and higher education institutes to use English rather than French.

Also he declares: "The French language is worthless. . . . That's why we decide to adopt English in Algeria" [17] the people in Algeria feel that the first step to start a modern Algeria and all politicians know that the English language will open the worlds market to us a political gain and liberation from France.

Some of the people are also asking the government to abolish the French language from the primary stage and replace it with the English language and focus on Islamic education and make it a basic subject.

## 1.7 Conclusion

Although Algeria is considered one of the Arab countries, its dialect is not easy to understand for the countries of the East, and the effects of French colonialism are evident so far on the Algerian people in the way they speak. This is why the rising people decided after all these years after independence that the traces of shame from our country and the end of the French language In a country and dropping it from the rank of the second foreign language, asking for change and renewal, demanding to keep pace with the language of the times and development, and for this we summarize all the words that perhaps there will be no future for the French language in our country within the next fat corridor.

## Chapter 2

# The future of English language in Algeria

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## The future of English language in Algeria

### 2.1 Introduction

Education is a manifestation of modern life and evidence of the culture of the individual and the breadth of his thought. Education indicates the prosperity of society and the school is the basis of everything. Therefore, the state must carefully choose the subjects taught, especially in the first stage of education, in order to build a prosperous and conscious society, especially alongside Foreign languages and with the diversity and multiplicity of languages in sciences such as French, Albanian, Persian, Greek and Spanish, we find the English language at the top of the world's languages and its spread and its deep origin in the world and its beginning and causes, which led to its spread in the world. English is the mother tongue in many countries, the most important of which are America and Britain, and the second foreign language in other countries such as Egypt, Saudi Arabia and Jordan. Algeria has witnessed since independence that the French language is the second and official foreign language in the country and an integral part of the Algerian dialect, as some believe that it is a waste of colonialism, but the rising generation saturated with development sees this. It is time for a change by removing the French language from Algerian education and their daily lives. For this reason, in this chapter, our study focuses on the plans and methods that led to the decline in the status of French and the future of English in the country, and Algerian education, focusing on the presence of the English language instead of French in primary schools.

### 2.2 The history of English language

The development of the English language over many years has become from the least widespread language in the world to the most widely used at the present time, and this is the result of the scientific and technological development that the world is witnessing; The English language has seen several stages since its inception: the ancient, middle and modern stage.

In the year 2 (two) AD, there was a country in northern Europe called Germania, and it was followed by its warriors, called the Vikings, who occupied England, and the general population of England was speaking the Latin language, and when the languages were mixed, the English language it called "Proto English" and its development over the years until the Old English

language came and its alphabet was written with symbols called the runes, as it was freedom in the composition of the phrase at the syntactic level, for example, we put the verb before the subject or the subject before the verb and the meaning remains true; The first phase of the English language (the old English) extended from the fifth and eleventh centuries AD, the Old English language varied more than the modern, and many speakers find that the old version is vague and incomprehensible because it is related to Germanic.

Then the second stage, called Middle English appeared which extended between the twelfth century and the fifteenth century and was influenced by Roman and French as a result of the occupation of southern England by Louis VIII of France, nicknamed The Lion. In 1337, many phonetic changes were made to the language and it developed a lot in terms of vocabulary and pronunciation, and the rules that govern the language were formed thanks to the influence of other languages on it, After the year 1500, the stage called Early English appeared, and there was a radical change in the way the language was pronounced, but the way of writing remained the same, especially with the advent of the era of William Shakespeare (1589-1613) and the publication of the first English dictionary in 1604 AD.

And the rest is developing until we have reached the stage that we live in now in modern English and extended from the late sixteenth century continuously until now, where in 1611 King James published the Bible in the English language, which contributed to many citizens of understanding their religion and the beginning of the seventh century Ten, the English language developed as a result of the emergence of inventions such as electricity and gravity.

We also find that America is one of the largest and developed countries in the world that speaks English, which is perhaps a little different from the British accent, and English is an official language in thirty-two of the fifty states. It is a de facto language due to its widespread use in the United States, but it is not the official language. Where English appeared in America after the British colonization of it in the seventeenth century, where Britain used America as an exile for the families expelled from the Kingdom, and the American accent developed as a result of the mixing of settlers coming from Africa, Germany and France.

After independence, Americans declared that the English language is the primary language in America, and the English language developed in America, where many different individuals came from English in Britain, and with the development of the Industrial Revolution in America, learning the English language became one of the most common things in order to obtain a job, and ensuring the future, especially after the Second World War, and the language developed even in the study of how to use the English language correctly in communicating between people. Where this development included the study of grammar, the correct pronunciation of words, an emphasis on what the learner wants from the English language, and focusing on the learner's lack of resources in order to develop himself in the language and meet his needs in order to ensure a scientific and practical future in America.

## 2.3 English language as global language

Although the entire world enjoys many Arabic, French and Spanish languages, where there are approximately 7000 thousand languages in the world, each language has its long history, but the English language was chosen as the global language and the most spoken language in the world and the language of work and international trade and exchanges in the world and until we find Most of the famous films are in English and Hollywood, which is the source of global entertainment, and we add to that the Netflix station, where many people have learned the English language only from films. Perhaps the result of its long history spans from invasions, wars and external influences all over the world. It has been influenced by some cultures that contributed to its formation, such as the Romanian culture, and many find that it is an easy language to learn compared to other languages around the world due to the simplicity of its base, the way of pronunciation, and a great diversity of vocabulary where the speaker can use different ways to explain the same thing and the English language can be constantly renewed Because it is fast absorbing.

"In the future, English as an international language will stand side by side with local language(s). It entails the use of English which is suited to the local taste and the use of local languages for international communication in the region. For example, in addition to English, Chinese might be used in the Southeast Asian countries as the language used for international meetings or communication. This tendency arises from the awareness of people in the outer and expanding circles in that they should maintain their own language(s) while making use of English. Thus, to secure its role in the global context, English should compete, or possibly lives in harmony, with local languages maintained by their speakers". [18]

One of the main reasons why English is the international language in the world today is the fact that Britain was the global superpower in the nineteenth century and America is the global superpower in the twentieth and twenty-first. For example, these two English-speaking countries were the most important countries in terms of the military and trade. By conquering and colonizing sum of the world, their customs, culture and way of life became common in those parts of the world. This is why so many ex-British colonies now have English as the national language, with many of their people speaking English as a first language.

Another reason for the spread of English is economics. By being the global political and military superpower, these two countries also became the leading trading nations and many countries and territories needed to learn English in order to trade with them. The USA is currently a major trading partner with almost every other country on the planet due to the size of the consumer economy. This explains why in many countries, English is a compulsory subject in all levels at school. [19]

## 2.4 English language in Algeria

### 2.4.1 The spread of English language

In Algeria, English is recognized as an important language to learn, its growing spread in the country has been quite noticeable throughout recent years, especially among young people, they Learn English to be able to study in other countries than France.

What also helped to increase the youngster's interest in the English language are the spread of English songs and movies and the broadcasting of TV programs in English, in the many, now available, international channels that are aired beside the Algerian ones.

Previously, the Algerians had no choice but to watch national channels on Algerian television, where programs were exclusively broadcasted in French or Arabic For the first time in Algeria, the news bulletin was broadcast in English instead of French, on a channel that only spoke French 31-10-2021.

This is what took many Algerians towards this step and described it as progress, Many Algerians demanded that other channels abandon the language of colonialism, especially after the recent problems that occurred between Algeria and France and the insult of the French president to Algeria, which is a country without history. As France, when it seized Algeria, was affiliated with Turkey, meaning the Ottomans, and before them it was nothing, as the French president meant that the Algerians should search for their history. This angered the citizens, demanding to sever all relations with France and to end the language of shame from their country, describing it as a total change.

We also find that many universities have begun to study English, especially in the scientific, engineering and electricity sectors. Like ESGEE national school of Engineering and Electricity was teach the Technical terms have been used in English instead of French since its inception in 2016, as many students described that the English language was very easy in terms of engineering and electricity.

We also find a wide spread of private schools to teach English in Algeria across the country, especially in the north and the south like MarouaSafa, Hallo languages in Ghardaia . Many young people have come forward to learn this language for various reasons.

In recent months, many parents have been demanding that English be taught in primary school instead of French, not only in order to erase the language of colonialism, also in order to keep pace with modernity, since many countries in the world speak English, which is the common language among foreigners, even cartoons have become in English, children learn numbers and colors from TV especially in MBC3 before entering school and then do not study English. We also find that the rising generation is using English language vocabulary in daily life to express feelings or astonishment like "wow, amazing, no way, what happen", and they describe those who spoke French as backward or old-fashioned.



**a) The Role of English in Everyday Life**

Language is a means of expression of thought, emotions, actions etc. There are many languages in this world and all the people do not speak all the languages. English is the most commonly used in International Language and thus if it is learnt, it can bring people closer, it can make business and negotiations easier, and it can help people communicate with others of all cultures across the globe.

English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. The education industry has also realized the importance of the role of English in Indonesia, where the international school have been discovered in almost every province. English curriculum has been developed and updated each year to suit the current needs of the community. At this period, it is undeniable the importance of the English, especially in Asia that will continue to evolve over time. Similarly in Indonesia, English will still play an important role in everyday life.

Several things that could be a consideration of the importance of English such as improve the global capability, where if the understanding English is good sufficient then someone will be able to understand about the condition of globalization era because there were many foreign terms that have been used. Also increase the potential and the quality of self. Someone who has skill in foreign language will usually be more confident in public spaces, in addition to support better living standards with the own qualities and abilities. Another role of the importance of English is expanding an international network. No doubt that someone who has foreign language skill will be able to socialize and communicate properly in the entire world.

**b) Importance of English language in a student life**

There is a vast importance of English in a student's life. Everyone is studying for their better future. English helps a student in his entire student life and afterwards. Having knowledge of English as a student, you could have more and better career options. There are many ways to start your career with the help of English. In student's higher education, English plays a major role. Being student we need some back-up and English acts like a back-up in a student's life. Students need a long term and promising investment in their lives and it is not wrong if we say learning English is the exact what students need. English fulfills many necessities of a student unconditionally. All they need is to focus on learning English and practice this skill as much as they can. In student life we make many mistakes and achieve numerous achievements and for achieving those numerous achievements, a student should be dedicated to his goal whether it is getting a good job or to have an excellent command on English. Every student has to work hard to be expert in some subjects but in the context of English they need only practice that they can do when they talk to their friends, family, teachers, mentors etc. As a result learning English will reward them with some unexpected prizes. If you are willing to learn English an

easy way and you don't have the environment for that, this course can help you do it.

Also from this concept people are motivated to learn English not adult also in early age which parents consisted to teach their children English language which the motivation is one of the most important factors in language learning. Children or adults with a good attitude towards English are more likely to work hard and keep going when learning gets challenging, which learning a new language seems tiring and may take time and effort as well, as the learner must be persistent and patient on his way to learning a new language. The secret of the success of this goal is a psychological factor that differs from one learner to another, which is the motivation. Psychologists consider any behavior that a person does without a motive that feeds in the person a desire that makes him move towards doing it.

Also, the success in learning a new language stems from within or outside the learner, the more motivated the learner, the higher his success rate in acquiring a new language. The motive varies. Some people learn a new language because they want to get a better job position, and others want to study at a large university. We also find people who learn it because it is a means of communication that shortens the way for him to succeed in his project, such as businessmen, for example.

There are two generally accepted types of motives: extrinsic and intrinsic.

Extrinsic motivation refers to behavior that is motivated by extrinsic rewards. This includes things like grades, scholarships, or parental praise. These triggers are often more time efficient. You create a reward, view it, and see the results.

However, extrinsic motivation is not particularly sustainable and research has shown that rewards often negatively affect intrinsic motivation. For example, when you take the reward, the students don't see the point of doing the work.[\[20\]](#)

Intrinsic motivation refers to behavior that is driven by intrinsic rewards. From interest in a topic to its long-term relevance, motivation comes from an innate desire to improve or learn. Intrinsic motivation is not a quick fix but once introduced it tends to maintain itself.[\[20\]](#)

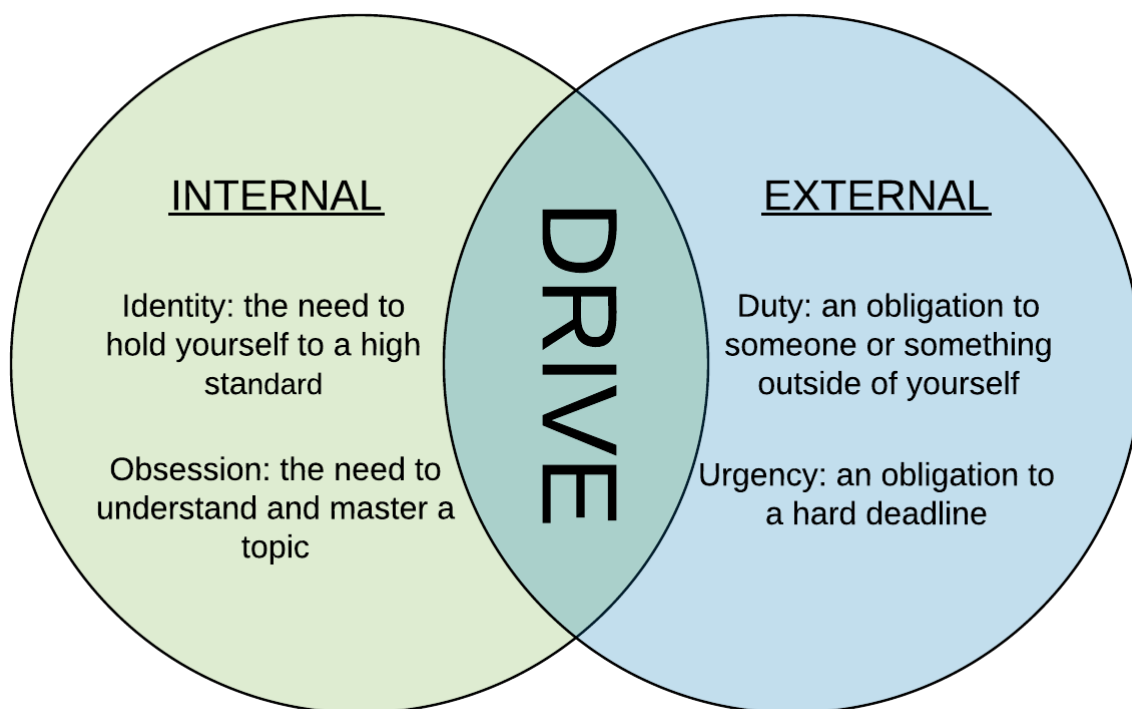


Figure 2.1: type of motivation.

[21]

Also teacher must know how motivate there learner by:

### - Make English practical

People, in general, do not like to do things that are not beneficial to them. They want to know that there is a reason behind what they do, regardless of whether the action is simple or hard. One approach to keep things more practical within the classroom environment is to use real life whenever possible. Real life is one more approach to use objects and materials from everyday life. Project-based learning starts with true-to-life problems, which is a great way to keep things focused on reality where the students will have the chance to solve them. The students come across a series of steps that will guide them to the problem in the project-based activity.

### - Allow students to work together

Students need a safe classroom environment, where they are willing to take risks and conflict. To achieve this goal, students and the teacher must work together to achieve common group goals. Students must be willing to work with and assist other students in the class. The struggle should be accepted and encouraged as part of the learning process.

Traditional teaching consists of teachers lecturing and learners taking notes, followed by learners doing independent work to check understanding. Shifting this old paradigm to include more time where students talk to students creates a real community. Collaborative group work

should be the activity between teacher lecture and independent work.

This is the time when students can absorb information and ask questions collectively. Learners participate in what might be considered the “problem solving” stage of their development with new ideas, and together they come up with new learning. This gradual release of responsibility from teacher to student encourages a deeper understanding of the lesson rather than memorization. The students are thus participants in their own learning, not witnesses to the teacher’s knowledge.

Student work should be proudly displayed throughout the semester. This sends a message to students that they are active participants in the formation of knowledge in the classroom. The teacher is not the only one with knowledge. In addition, teachers can use language that fosters a community of learners — including the teacher — rather than a room full of individual learners. The use of the words “we” and “our” in place of “me” and “you” has a huge impact on classroom culture, and how students act as interdependent learners.

### **- Provide learning feedback and provide opportunities for improvement**

Students who struggle with class work can sometimes get frustrated and collapse on themselves, draining motivation. In these situations, it is critical that teachers provide effective teaching feedback to help students see exactly where they have gone wrong and how they can improve next time. Finding a way to get where students want can also help them stay motivated to work hard.

The teacher must be sure to provide effective feedback that will encourage students to do better.

- Comments must be educational in nature.
- Feedback must be provided in a timely manner.
- Be sensitive to the individual needs of students.
- Provide feedback to keep students “on target” for achievement.
- Comments should focus on one ability or skill.
- Provide a model or example.

### **- The teacher should try to make the class a fun setting**

If a teacher can make the class fun for the students, it is a way to up the intrinsic motivation levels. Students are more prompt to be engaged in the learning process if they are having a good time.

Strategies for making the class a “fun class”:

Social media; by including them in the class, the teacher will not only make the language use practical, but the teacher will also bring something relatable for the students and add it within their learning process. They could start by writing something on Facebook or Instagram, or perhaps start a blog of some kind.

Bring pop culture to class. People of any age love magazines, movies, and music. These can be easily used for learning new vocabulary/reading activities or listening activities.

### **- The teacher should form a relationship**

If a teacher is teaching an international class, he/she may be the only English speaker they will see or speak with daily. Therefore, showing support to students is something the teacher needs to do before trying to motivate them.

A way of letting the students know the teacher cares is by encouraging expressions of culture in the class. Attention should be paid when the students are describing their traditions, beliefs or values.

Another way to form relationships with the students is to show consideration. The teacher should try to bond with the students to allow them to see they can turn to him/her for advice/help. [22]

## **2.4.2 English in Algerian education**

In general, English is taught in Algeria from the age of 11 in middle school to university. It is considered as the second foreign language in the country, but it is not as important as the French language, and it does not have an active role in daily and practical life, such as French in the country. Also, the English language is not even a small part of the history of the Algerians, so the English language is limited only to reading, writing, hearing and speaking in the section as it is not taught from a young age in primary school, so we see a great absence of English in daily life. Baugh Cable (1978: 1) state that, the Renaissance, the development of England as a maritime power, the expansion of the British Empire, and growth of commerce and industry, of science and literature, have, each in its way, contributed to make the English language what it is today. In short, the English language reflects in its entire development the political, social, and cultural history of the English people.

The English language in Algeria is considered a foreign language instead of a second language, and it is taught from the age of 11 in the second stage of middle school as we mention before. The student learns the English language for four years, then studies for three years in secondary school, and continues his academic life at the university until graduation. The pupils at middle school level are supposed to have attended about 250 hours of English teaching classes They are supposed to have acquired basic English (structures and vocabulary) necessary to express the four main functions of the language which are: description, instruction, narration, and socializing in the four linguistic skills (listening, speaking, reading, and writing).

As a result, they are expected to master the basic characteristics of (English) language which are: (according the Algerian directives of June 1999.)

- listening to and understanding oral messages;
- guided production of simple oral messages;

- reading of simple passages and showing their understanding of them (without the interference of the oral) through performing various activities of linguistic checking;
- writing simple personal letters;
- filling simple forms and writing elementary application letters;

The Algerian Government posed 'directives' and official texts (June 1999) declare that the syllabuses of the English language aim at providing the Algerian learners with the language necessary to communicate efficiently in a normal social and /or working situation both in speaking and in writing but a result always appears in the exam paper. Seriously, many teachers have disastrous results, and many express that students face difficulty in learning a new language in the first stage in middle school. Generally student at the end of middle school they supposed to know how.

- Describe people in form and content.
- Description of places.
- Telling stories or self-expression.
- A comparison of things or places.
- Participate in an open discussion.
- Expression of acceptance or approval.

When the student is directed to secondary school, where he delves into the study of the English language and expands his general culture, as he tells his information about the language and rules that he teaches them in middle school, at the end of the secondary stage, the student has extended his horizons in acquiring the language, where the student who studies in the literary section, the English language is essential Opposite of scientific people At the end of two first stage of secondary school, the student will have studied English for approximately 260 hours and is ready to develop his abilities in the English language, where he learned all the basics of the language from the first trip to the last stage in order to go to secondary school According to the Algerian directives (June 1999.) student at secondary school acquired more knowledge in the four linguistic skills:

### **1- Listening comprehension**

- they should be able to understand a simple oral message said in everyday English in interpersonal exchanges;
- they should understand the broad lines of a short talk that is delivered in Standard English.

### **2- Oral expression**

- they should be able to communicate in a limited number of topics in correct simple English.

### **3- Reading comprehension**

-they should be able to read simple authentic texts and documents (maps, charts, forms, notices...).

### **4- Written expression**

-they should undertake simple writing tasks in relation with samples studied in class.

Which learner or students at the end of Secondary School should know how to:

- o Interpret information contained in charts, tables, diagrams, pie charts...;
- o transfer verbal information into non-verbal information and vice versa;
- o match elements of information;
- o classify facts and information;
- o sum up a text;
- o take notes;
- o Predict logical succession of ideas, facts... Extrapolate (guess) and solve various problems.

At the end of their 3rd year, the pupils of literary streams will:

#### **1. in listening comprehension**

- understand different types of aural messages linked to everyday activities;
- understand the main points of a talk delivered in standard English on various cultural and / or social themes. This talk could be worked out in terms of lexis, grammar, overall organization, possible interpretations...

#### **2. in oral expression**

Express themselves with some kind of fluency so as to be understood clearly and without a risk of false interpretations.

#### **3. in reading comprehension**

Read and show understanding of various kinds of authentic texts (narrative, descriptive, argumentative) of intermediate difficulties;

- exploit various documents linked to the topic and themes studied (maps, charts, itineraries, diagrams);
- use reference books efficiently (dictionaries, encyclopedia).

#### 4. In written expression

- Master different writing skills: note-taking, summarizing, so as to be autonomous in written expression when starting from models seen in class;
- write about major features in the culture, life and civilization of societies using English;
- Research works and summaries of personal reading are to be encouraged. These skills will be achieved through the exploitation of themes from the syllabus on the various text types.[\[23\]](#)

Generally, as we mentioned earlier, English is taught in Algeria from middle school, starting from the age of 11, all the way to university. But after the February 22 demonstrations, where one of the people's demands was to remove the French language from its center in Algeria and put English in its place, as it becomes the first foreign language in Algeria as it is taught in primary schools starting from the third year at the age of 8 years. In general, we find that the younger generation is very attached to the English language. Some find it easy to learn, and we also find many channels on TV that show animations in English, and even social media influencers use them frequently.

After the problems and blocs that occurred previously between Algeria and France, the tension between the two countries increased and completely affected the people, which increased supporters of the French language, describing it as a language of shame and dependence, as many Algerians find themselves at the mercy of colonialism because of the common language, despite the fact that Algeria became independent from 1962.

"The recommendations that we came out with emphasize the need to rely on high educational curricula and use the English language, especially at the level of scientific and technological institutes and colleges." [\[24\]](#)

#### 2.4.3 The end of French era

We have noticed many decisions issued by the state stating about the abolition of the French language from Algerian education and its replacement with English. Which find that Algerian Higher Education Minister Tayeb Bouzid declared that "the French language does not get us anywhere" and ordered the country's 77 universities and higher education institutes to use English rather than French language. Also he said that;

"The French language is worthless. . . . That's why we decide to adopt English in Algeria".[\[17\]](#)

The Ministry of Vocational Training and Employment published on its Facebook page instructions by Minister Yassin Merapi, stating: "You are required to use the Arabic language in the field of teaching, and all correspondences issued by your interests." Merapi added: "I attach the utmost importance to the strict implementation of this directive."

Similarly, the Ministry of Youth and Sports published on Facebook, on Thursday, instructions for Minister Abdel Razzaq Sabbak, in which he stated that he requests: "The use of the Arabic language in all internal correspondence of the ministry, starting from the beginning of next November."



With the exception of the Ministry of Defence, all ministries in Algeria use the French language in most of their internal correspondences and even in their official statements. This is despite the constitution stipulating that: "Arabic is the first national and official language, while the Berber language is also an official and second national language."

After independence, the Algerians rejoiced at the removal of the plague of colonialism from our country, but this happiness was not completed, as the French language remained connected to daily life, as if we were living in dependence on France until now.

In a move that confirms the Ministry of Culture's endeavor to replace French with the English language, it recently changed the language used on its logo from French to English to accompany the Arabic language, which was approved by commentators on the logo that was announced on the ministry's official page on "Facebook", where they described it as a step Fine towards abandoning the language of the colonizer.

The Ministry of Education, too, decided a while ago to cancel the French language exam from the professional promotion exams in the sector for the first time since Algeria's independence, and similar steps have been witnessed by a number of ministries as well as public administrations and institutions.

Professor of political science and international relations, Samir Mahrez, said that it should be noted that the decisions are not ministerial as much as they are sovereign decisions that represent the path adopted by the state through its official speech, as a result of a number of historical, political and economic accumulations in the relations between Algeria and France, referring to the follower The observer of the political situation may expect these decisions, which came - according to him - as a result of the popular movement's pressure to call for an end to the French tutelage over Algeria on the one hand, and through the statements of President Abdel Majid Tebboune since he came to power. [25]

Opinions escalated around the end of the French language in the country, for how long? And why do we study French? We find that the French language is not even universal in a world compared to English or Chinese, as the French language has become limited only to North African countries and some of the colonial countries of Africa.

Everyone wants change under the slogan "Yes to change." Everyone wants a foreign language other than French, the language in which we define our history and culture for others, a language that indicates development and prosperity, the language of science and technology, the language of the age and the new generation.

Many parents demand that English be taught instead of French in primary schools, as children are becoming more attached to it, since cartoons are shown in English, and even social media such as Tik Tok, Snapchat, Facebook, YouTube, Instagram, and even electronic games from Pubg, Candy Crush, Fashland are all in English.

Parents also expressed the difficulty of learning French for their children in terms of grammar, as they find it difficult to differentiate between masculine and feminine, plural and individual and other than that, because it does not serve the future, because if they learn English is useful for them as it is a more widely spoken language in a world unlike French.

Despite what the people are demanding, we should not forget that the language that has accompanied the Algerian people over the years cannot be dispensed with. “Whoever learns people’s language is going to be safe from their dangers”.

#### **2.4.4 English language in primary school**

After a long wait, the expected decision was finally released, which is the adoption of the English language in the primary phase, and the Minister of National Education, Abdel Hakim Belabed, revealed that he is studying his interests for the project of teaching English in the primary phase, starting from the next school year 2022-2023.

The Secretary-General of the National Union of Education and Training Workers, Boualem Amora, said in a statement that the minister revealed, during his meeting with the union, that the project of teaching English at the primary level is being proposed at the level of his ministerial department, but it requires some study and adapting the educational system to suit that.

And a decision like this would be like removing dust from our clothes, but the question remains whether it is possible to give up muttered French in primary or become optional on the part of the parents. In general, teaching English at a young age, starting from 8 or 9, must have special methods of teaching that differ from the method used in school. One of the most important stages on which the basics of the English language are built, for reasons related to clarity of memory, ease of adaptation with the pronunciation of letters and the ability to accept and absorb new things, from which the child sets out to expand his knowledge of its rules and skills.

##### **2.4.4.1 Methods of teaching English for the primary stage**

There are many ways and methods used to teach English, and we find among them:

- Games style, General, children at an early age prefer playing more than studying, but if education is combined with some games that motivate them to love studying, especially learning a new language, and this depends on the teacher to choose the games carefully to attract the children’s attention during the lesson, for example cards where pictures of animals or colors are placed on them Or even letters or names of places and people where the child can touch the card and with repetition he or she can memorize the picture and the shape, also games such as cubes of letters, where the students can form sentences or words through the cubes. The teacher has to change the games in order not to make the students bored. The children also love entertaining activities, such as competitions between the teacher and the student or between the students in the class.
- Songs and music, many people find that listening to music is one of the most successful ways, the ideal and first step for teaching languages at an early age. A teacher must choose simple songs that are easy to pronounce and memorize appropriate for the age of students as they are composed, and it is desirable to apply them with entertaining movements and introduce them to the existing words In the song, the teacher can use it during the sports period or the conclusion of a lesson. The songs help to train the child’s hearing in order to pronounce words,

and therefore it is a training for pronunciation and discrimination, which helps him to get used to the language and familiarity with it, teacher can ask some questions about the title of the song only, have a conversation among the children about some words in groups, and listen again to the song with emphasis on the words and can be written on the board so that the children read the words of the song.

- Stories and anecdotes, Children love stories, especially those that contain attractive illustrations and colors that enable them to look at the picture and pronounce the words while asking the child what is in the picture, and in general the stories enhance the four abilities of the child: listening, writing, speaking, reading, and reading books is one of the best ways to master the language From them, he learns the formation of sentences, new vocabulary, and practice them in a fun way. The teacher Control the volume, raise or lower it to get the attention of the students, and change the tone of the voice according to the events; Rely on body language and facial features while telling the story; Make eye contact with children to attract their attention. Pause and pause during the narration to create impact and engage students at important events.

- everyday situations, Some daily situations can be used when teaching the English language, so that the practice of the language is naturally and in context where, for example, you can talk about the clothes that the child wears, practice vocabulary for toys and furniture, teach food vocabulary or use vocabulary used in shopping, and the child can be given a list of things Which can be found in the supermarket and give him the task of collecting them by using the pictures.

- Movement and representation activities, It is represented in teaching children new vocabulary by linking them to physical movement or emotion such as role-playing, and this helps them to help them to construct sentences quickly and to focus within the section on their roles which they perform.

#### **2.4.4.2 Grammar translation method**

The Grammar Translation Method is an old method that was originally used to teach dead languages which explains why it focuses mainly on the written form at the expense of the oral form. It was designed according to the faculty psychology approach which was very popular during the 18th and 19th centuries. It contended that” mental discipline was essential for strengthening the powers of the mind”. The way to do this was through learning classical literature of the Greeks and Romans.

The primary purpose of this method is to enrich their literature and language reading proficiency. And for this reason, this method is also called the Classical Method. However, in the 19th century, this Classical method was recognized as the Grammar Translation Method. [\[26\]](#) [\[27\]](#)

**a- Characteristics**

- Classes are taught in the mother tongue.
- Much vocabulary is taught in the form of lists of isolated words.
- Little or no attention is given to pronunciation.
- Reading of difficult texts is begun early.

**b- Advantage of grammar translation methods**

(1) Reduced Teacher Stress: Resources for GTMs are easier to come by than other approaches and generally require less teacher involvement. Class activities or learning games are rarely necessary, as students are translating text to another language directly. Teachers who are not fluent in English (but fluent in the other language that the students primarily use) can teach English using this approach, as the emphasis is not on the spoken word but on translations. Communication between student and teacher is reduced with this method, which avoids misunderstandings and prevents language barriers that may occur in a method that focuses on teacher-student communication or verbal language learning. (2) Focus on Grammar, Sentence Structure and Word Meanings: Unlike a verbal approach to language learning, GTM focuses on the application of grammar and correct sentence structure. This is especially helpful in teaching students how to write and read in another language, allowing them to explore interchangeable words and phrases (i.e., different words for different tenses) more effectively than a verbal teaching method. The approach is also easily applied and can be less stressful on students; verbal teaching methods do not describe the application of grammar and sentence structure as effectively as GTM does. Word meanings are also easily learned through direct translation—a foreign word can be compared to the native language quickly. The method of comparing/translation of the learned language with a native language provide reference for students.

**c- Disadvantage**

(1) Learner Motivation and Participation: The GTM approach involves no learner participation and little teacher-student relationship. Students are required to learn from a textbook and use the same method throughout their learning. Because lessons using GTM are not interactive and engaging for students, they become more likely to lose interest in their subject and less motivated to learn. Furthermore, the method does not require students to participate in any activities or communicate with each other, so they will not learn how to use the language in a real-life conversation or situation and will only know how to translate one language to another. (2) Unnatural and Inaccurate Pronunciation: As children, people generally learn how to speak before they learn how to write and read. In the GTM approach, this natural learning method is reversed. Students are only taught how to read and write the language. This can affect how they learn to speak the learned language. The mere application of grammar and sentence

structure cannot adequately prepare them for realistic conversations or verbal communication, as no emphasis is given to spoken language in the GTM approach. Translations may also be inaccurate, as it is not always possible to simply translate one word or phrase accurately to another language (for example, the translation of "computer" in English to Latin is not possible, as there is no Latin word for computer).[\[28\]](#)

#### **2.4.4.3 Audio-lingual method**

The audio-lingual method consists of teaching a new language through reading a dialogue or text and carrying out drills associated with it. According to this method learning a language consists of getting to know its grammar and practicing its rules through different types of drills until habits in the new language are formed and speech becomes spontaneous. Through listening, imitating and performing controlled tasks, students acquire a new form of verbal behavior.

Dialogues and drills form the basis of audio-lingual classroom practices. Dialogues provide a context for the language and are used for repetition and memorization. After a dialogue has been presented, the teacher selects specific grammar patterns that become the focus of various kinds of drills. A typical audio-lingual class consists of:

- (1) Students listen to a dialogue and repeat its lines.
- (2) The dialogue is adapted to the students' interests through changing certain keywords or phrases.
- (3) Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds.
- (4) The students refer to their textbook, and follow-up reading, writing or vocabulary activities based on the dialogue are introduced.

[\[29\]](#)

#### **(A) Aims of Audio - Lingual Method**

- Main focus is on oral learning. So aim is to enhance listening and speaking skills.
- Main aim is to achieve development of communication skills.
- Practice is more important in learning foreign language. So the main focus is on this aspect.

#### **(B) Advantages of Audio-lingual Method**

- This method is teacher-dominated. Teacher's role is very important.
- Main focus is on Listening and Speaking skills.
- The method can be used for a larger group of learners.
- This method demands pattern practice, drilling and memorization.

### (C) Disadvantages of Audio-lingual method

- No heed on communicative competence.
- Main focus is on language form, not on meaning.
- The learner assumes a passive role during the learning process.
- There is no equal focus on all the four skills. [30]

#### 2.4.4.4 Total physical response

Total Physical Response is a strategy in which students make connections to words, phrases, and sentences by creating physical movements to define them. TPR is a way to physically interact with language and to solidify and demonstrate comprehension. The strategy can be used to learn new vocabulary words, to demonstrate comprehension of words, phrases and sentences, to demonstrate the understanding of a sequence of sentences, or even the progression of events in a story.

Physically interacting with language requires mental connections that trigger memory and increase recall; so, with the repetition of meaningful movement with hearing and/or reading words, students improve their ability to recall particular words and definitions.

Physical activity stimulates blood circulation thus oxygenation in the body. With an increased blood and oxygen flow, students are more alert and attentive. Also, physical activity reduces the chances of students becoming sleepy, bored, or “zoned out.”

TPR is engaging not only to students who are physically present in the classroom but to students who are participating in virtual, synchronous learning as well. When videos are activated, students and teachers can see each other create physical movements to define words and concepts. They can respond to each other’s physical definitions, mimic others, and engage in learning. [31]

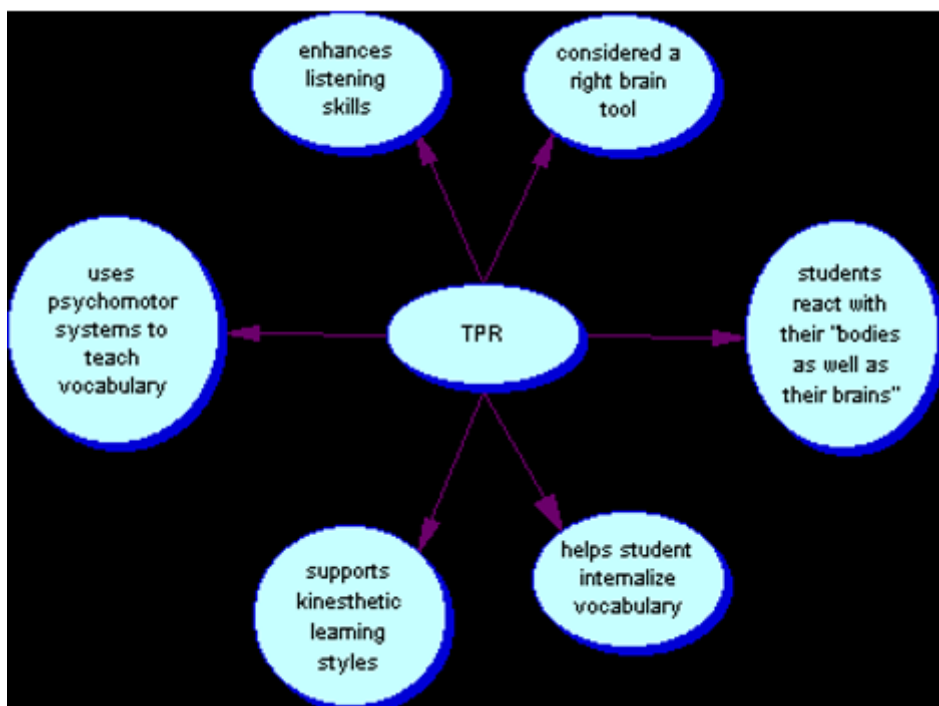


Figure 2.2: total physical response

[32]

### 1. Advantages of Total physical response

- It is fun and easy.
- It does not require a great deal of preparation on the part of the teacher.
- It is a good tool for learning vocabulary.
- Class size does not need to be a problem.
- There is no age barrier.

### 2. Disadvantages of Total physical response

- It is not a very creative method. Students are not given the opportunity to express their own views and thoughts in a creative way.
- It is easy to overuse TPR.
- It is limited, since everything cannot be explained with this method. It must be combined with other approaches. [33]

Generally GTM can be used with abstract words, learners will be good at translating short passages, with audio-lingual they will be able to understand daily life speech, and speak better English, do does abstract knowledge makes learners understand the course, teacher have to rely on demonstration and standing on physical objects for instance, when we teach we have to bring color pencils and show it to them (student) for better understanding, the GTM used because of the useful process of translation in which we stand on our mother tongue for better understanding the message in the target language, however concerning the teaching with ab-

stract words maybe don't be helpful for learner especially for kids when to know every, we find them asking and asking and with abstract knowledge, it doesn't feed their confusions. Teacher to explain the word love or psychology, freedom. . . . Generally through using the audio-lingual method, through giving them a video to watch or a film about freedom or a piece of TV show about psychology and how could psychologist treats and helps his patient to be cured, or show them a film or a cartoon about family love and once they finish watching the teacher asked them what they understand, and expressing their thoughts their emotions.

### 2.4.5 Learning languages in early age

Acquiring and learning a foreign language at an early age, starting from the age of five, is common, and in many countries, such as what we find in Algeria, many parents teach their children foreign languages before entering primary school, where they teach them to pronounce letters, say hello, and even simple methods of communication, so when they start Learning at school they are fully aware of the basics of the language, and we also find some parents leave learning foreign languages until their children enter school to learn them, and some children learn only from television and games.

As stated in the decision of the Ministry of Education regarding the inclusion of the English language starting from the age of eight, i.e. from the third primary section in the place of the French language, where we do not know whether the French language remains optional on the part of the parents or is it completely removed from the primary school teaching curriculum In general, the English language becomes the first foreign language in countries, and since we find English is the language of the era and is more prevalent in the world, and many private schools adopt its teaching starting from the first grade to develop the child's abilities to communicate and learn how to communicate easily and to adopt the decisions issued On the part of the state, we find that there are also positives effect teaching English at an early age, and this includes:

#### - **Brian health:**

It increases the child's abilities to think, understand and perceive, as well as enhance mental activity, unlike children who learn one language, and also develops the child's mind with new ideas and acquires an ability to understand scientific materials in the future and stimulates the mind to store and invent new sentences and sentence structure.

#### - **Understanding of the World:**

Where we live in an advanced world, and most of the uses have become in the English language, even the new generation is very related to it. We find that songs and series have become a lot in the English language, especially those made for teenagers, and even electronic games, and this indicates the wide spread of the English language in the world, so teaching it in primary school is As a push to know the conditions of the world and to know how the world is in line



with the era of technology and scientific development.

**- Motivation:**

Where children become more interested in using the English language outside and inside school and chatting with electronic friends in social networking sites and electronic games, and also motivating them to use the language and express it in travel and even when meeting with a foreign person in the country, where it motivates them to watch and read books to test their abilities outside school.

**- Practical future:**

The English language has become more in demand in practical and even technical fields inside and outside the country. Learning it from a young age may save the trouble of learning it in old age, as it is acquired and spoken fluently.

**- Diversity of inclinations and acceptance of viewpoints:**

According to what studies and research have proven, the importance of learning languages is also the ability to adopt many new perspectives and tendencies, as the individual feels like a different person with enough flexibility to accept the views of the owners of the languages he speaks without underestimating anyone.[\[34\]](#)

### 2.4.6 Replacing or adding English language in primary school

Since the national movement February 22, many slogans have been launched about replacing the French language with the English language, that is, completely deleting it from the educational curriculum in the country, despite a decision like this that needs extensive study by the state, as deleting a language that has existed since independence in education is not an easy matter.

Especially after Algeria promoted the dissemination of the English language in many educational and university sectors, the last of these steps was the approval of the Algerian Council of Ministers headed by Abdelmadjid Tebboune to open the "British School" and giving "strict" instructions to the government to provide all conditions to open its doors and facilitate The Algerian Ministry of Higher Education and Scientific Research (universities) also announced a university reform project, based on "openness to foreign languages, especially English."

The Algerian Ministry of Higher Education and Scientific Research (universities) also announced a university reform project, based on "openness to foreign languages, especially English."

The Algerian Minister of Universities, Abdelbaki Benziane, also intensified his meetings with the ambassadors of Britain and Northern Ireland in Algeria, with the aim of "strengthening the status of the English language" in the country.

In its statements, the Algerian Ministry confirmed its quest for "the university to be the locomotive of economic development through the dissemination of the English language," and it was agreed with London and Belfast to facilitate the movement of researchers between the two countries and Algeria to share expertise and field experiences, develop education and ensure its quality. [35]

This may negatively affect the French language, as it is permanently deleted or completely replaced from the educational curriculum instead of adding another foreign language to it, as the replacement of the French language has become a great popular demand, as the Algerian people see that it is only a relic of France and does not serve their scientific and cultural future with anything. The new generation, which is very attached to the English language, also emerged, and the demonstrators considered that the French language "is nothing but an extension of the French guardianship over Algeria, » especially after the presidential elections, where President Abdelmadjid Tebboune decided to "make English the second language in the country."

This may be considered a cognitive and cultural transfer even before it becomes a political decision, as the English language is considered the first and most deserving international language, and so that the young people at the present time are demanding to learn the English language and turn to private schools in different parts of the country and are more used in social communication sites. As if they are assuring that the English language is more beneficial to them, similar to the French language, even though it is taught from the age of 8 in primary schools.

Perhaps this is what threatens the throne of the French language in the educational curriculum, especially primary schools, and this raises several questions about replacing it with French or keeping it optional, which some parents and teachers also expressed that the French language cannot be replaced by a foreign language, and that it remains optional by students or parents, or taught at the same time, meaning that it becomes taught in primary schools in three languages, Standard Arabic plus French and English, and this is perhaps a super-accommodation of a child in early age, and it is better to choose only one foreign language, This means to replace the French language with English and start teaching the French language from the second stage of education; and this change is included in planning and language policy in Algeria to give the final decision regarding this situation.

Even if French and English are not optional, that is, they study at the same time in primary school, this leads to problems for the child at an early age, including:

- The inability of the child's memory to store new information about a foreign language, whether it is English or French.
- Cases of loss in distinguishing between the two languages and difficulty in expression and sentence structure, which causes confusion for the child.
- His inability to differentiate between audible words, which slow down the acquisition of new vocabulary, as the linguistic inventory is divided into several languages.
- Difficulty pronouncing letters and distinguishing sounds between the two languages.

### 2.4.7 Language planning and policy

After independence, Algeria dealt with language problems with great care, especially that the colonizer decided to obliterate the identity of the Algerian into nothingness, following the policy of ignorance and the French of its children, by popularizing the French language instead of the Arabic language, because it is aware that the lives of languages depend on the lives of its people and that the elevation of the language and its life are based on the parents.

And here we find that language planning addresses several problems, especially in countries that were previously colonized by presenting many of the ways that serve society and education, where education is considered one of the most important areas covered by language planning and is called educational planning, and its role is manifested in updating educational programs in all Educational phases, and the development of textbooks in various subjects and educational curricula, especially since education is the basis of the nation and its prosperity; It seems that Algeria will witness another event in language policy and planning after the decision came to generalize the English language instead of French, especially the beginning of teaching English in primary schools.

Which the term language policy is recent, and it has a set of definitions, including the definition of Louis-Jean Calvi by saying, "We consider language policy to be the total of conscious choices made in the field of relations between language and social life, specifically between language and life in the homeland."[36](#)

The language of politics from this saying is to take a decision resulting from a set of decisions resulting from the lived reality that may be implementable or sometimes not implementable, and we note that Calvi has restricted language politics to the relationship of language to social life and, in particular, its relationship to the homeland.

As noted by "Louis Jean Calvi" that the development of sociolinguistics was linked to the development of language policy, and that the intensification of this science was the result of the first concerns with language policy.[37](#)

In other hand Language planning refers to any political attempt to change the status of a language in some way or develop new ways of using it. This often involves a state, government or other elite group devising laws to promote or proscribe a language, which are then implemented in a variety of ways. Alternatively, scholars or politicians may produce guides for using the language, such as an official dictionary or grammar book.

It defined as the development of political or programs designed to direct or change language use, through the establishment of an official language; also it based attempt to solve the communication problem of a community by studying its various language and dialect, and developing an official language policy concerning their selection and use, in general language planning arise in response to sociopolitical needs.

Here, we find that countries are striving to provide the appropriate atmosphere and appropriate conditions for the success of this new language according to a set of objectives set and studied by experts in this field, language planning and language policy. After independence, Algeria took the decision to adopt the Arabic language as the first official language in Algeria instead

of French; Determining the language of education and training, and here we find, especially in countries that enjoy several foreign languages, for example in Algeria, we find the French language, which was the result of French colonialism, as the state adopted it as the language of education and training; Enhancing the position of a language at the international level, this language should keep pace with scientific and cultural development and have an impact on the prosperity of the state. The choice of this language is the result of the people's demand, such as urging the Algerian people to make English the language of education in Algeria instead of French.

One of the most important goals of language policy in Algeria, especially in the educational system, is linguistic correction, as one of the most important demands of the Algerian people after colonialism was to reconsider the Arabic language in the state and enable it to perform its main function as the language of the nation, development and transfer of knowledge and sciences among other peoples. The state gradually included the Arabic language in schools, starting with primary schools, and brought professors from outside the state to teach the Arabic language, as after independence it was a vow for teachers.

If we notice, we find that history repeats itself, but between the French language and the English language. After many years of teaching the French language in the educational system in Algeria, the people rose to their demands to remove the French language from education in a country and replace it with English to keep pace with the language of development and innovation in the world.

Despite the state's efforts to popularize the Arabic language in many magazines, the linguistic reform did not do its job, as many scientific and technical fields are taught in French, especially in higher education, despite the fact that the people's demands were clear, which is to make the Arabic language a means of work in different areas of life. But until we find after documents in which the Arabic language is not employed, as if these documents that regulate the publication of administrative, water, economic and commercial work, they should not be in the West, and we find them only in French, despite the independence that France is still colonizing us linguistically.

Until the present time, history repeats itself, but between the French language and the English language. After many years of teaching the French language in the educational system in Algeria, the people rose to their demands to remove the French language from education in a country and replace it with English to keep pace with the language of development and innovation in the world, where the Algerian people have become more Egypt to put a final solution to the hegemony of the French language in various fields, as it does not interfere with their future with anything.

And here we find that language policy, before it is language planning, the state must take the people's advice and referendum in linguistic affairs, as it is best to choose the language that will serve them in the future, especially when it comes to the official and national language and in the field of education, which The state seeks to produce a new strategy in the educational system and at the same time maintains national security and stability of the country and provides

a suitable and balanced atmosphere for the Algerian individual that ensures his development and prosperity and enables him to communicate between other peoples in a sound and correct manner by mastering the most foreign language It circulated around the world as it is from the demands of the people “the English language”.

The language planning also has a role in the requirements of language works, for example:

- Develop solutions to the first foreign language conflicts in the country.
- To highlight the role of the chosen foreign language in the development and prosperity of society.
- It works to renew and restructure the selected language.
- It is widely used and used in many fields.
- Creating balance and harmony between the languages of a single community in which there are many national languages.

For this language planning as a whole requires studying the needs and objectives, setting action plans, adhering to the appropriate choice and monitoring the results. The economist and educator, before making the last decision, must clarify the plans to convince those concerned with their acceptance and the extent of their effectiveness on society and at the level of developing the educational curriculum in the country, which The language planning process is a process that requires precision, implementation, and continuous verification of results.

And when programming the English language in place of the French language, starting with the primary school in Algeria, here the language planning intervenes in the development of a tight plan during the modernization of educational programs in all phases (elementary, intermediate and secondary), and this includes re-writing books directed to students and educational activities. To be balanced, especially textbooks, they must be practical and of an educational nature parallel to the developed world and follow all the needs of the learner, this means that textbooks should be connected to each other at all levels.

Especially in choosing teachers to teach English in primary schools, they must be trained, educated, and highly capable of delivering information to a child at an early age, starting from 8 or 9 years old.

And this is for the teacher not to rely on the method of intimidation and intimidation in teaching the language, and for him to control the system of literature and obedience within the department so as not to alienate the students from learning the English language; The teacher can also use modern technical means to improve his scientific performance or help him deliver information to a student.

That is why the state must implement the decision to teach English in primary school by organizing training courses for teachers in order to improve their scientific level in education, because the first stage is one of the most difficult stages of education because the student is always an image of his teacher, and teachers should be urged to always devise new ways in education.

## 2.5 Conclusion

After studying the English language in the educational curriculum, especially its place in the country with its inclusion in primary education, we conclude that programming the English language must come after a well-thought-out decision by the state and planning by competent authorities in this field while respecting the opinions of the people as their only and last demand. About the French language is its removal from Algerian education and the inclusion of its place in the English language, as it is the language of the future and most widely used in the world and the language of scientific and cultural development due to its long history, which was manifested in several stages, and given that the French language no longer serves the future of the individual, even the French who live in France and are learning English, and this is the conclusion of the second chapter on the future of the English language in Algerian education.

Chapter 3  
English in primary school.  
As a case Study

# Chapter 3

## English in primary school.As a case Study

### 3.1 Introduction

After completing the presentation of the theoretical side, a number of issues and opinions affecting the future of the two languages, French and English in Algerian education, were dealt with, especially focusing on the future of the English language in primary school, generally in the first phase of the country's education. In this chapter, we will discuss and analyze the questionnaire that I posed to teachers from secondary and middle schools, in addition to providing a full description of the research methodology adopted to carry out this work and clarifying the method and tools of the research, in addition, it discusses the opinions of teachers on this topic.

### 3.2 Aim of the study

This study is guided by two research questions. The first objective is to measure parents' attitudes towards the introduction of English in the Algerian primary school. The second question attempts to scrutinize the motives and reasons that guide their attitudes.

### 3.3 The Research Design

Research refers to the systematic method consisting of stating the problem, formulating hypotheses, gathering data and analyzing them to reaching certain conclusions towards the concerned problem either in the form of solution(s) or in certain generation for some theoretical formulation (Kothari, 2004). Scholars have defined research design differently. Polit et al (2001), for example, argue that it is "the overall plan for collecting and analyzing data including specifications for enhancing the internal and external validity of the study". Likewise, Parahoo (1979:142) defines it as "a plan that describes how, when and where data are to be collected and analyzed". Burns and Grove (2003:195) describe it as "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". This research is kind of a survey. Such method is seen as a technique of gathering data from a representative sample of individuals, using different instruments composed of questionnaires,



observations and interviews (Polit and Beck, 2001). This relies on collecting statistical data about the attributes, attitudes or actions of a population by administering standardized questions to a sample population (Babbie, 1990).

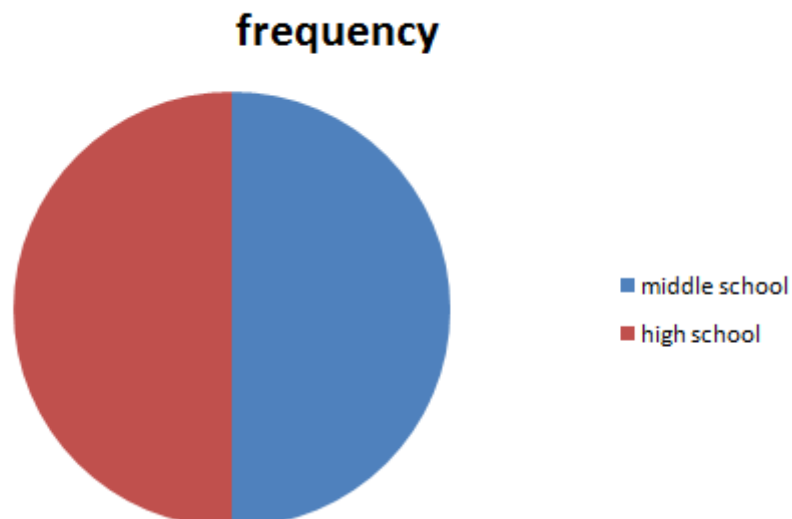
The function of research design is to ensure that the evidence obtained enables us to address the research problem as efficiently, logically and clearly as possible. The purpose of this study as a whole is an attempt to note the opinion of teachers in the educational sector regarding the inclusion of English instead of French in primary schools. Moreover, this study should answer the reasons for their demand to include English and choose it as the future language in general. Descriptive research designs help provide answers related to a particular research problem. Descriptive study cannot definitively ascertain the answers, but is used to obtain information regarding the current state of phenomena and to describe 'what is there' in relation to variables or conditions in a situation. Hence, this research design is most appropriate in this study case.

### 3.4 The sample

This questionnaire was submitted to the participants electronically via Google Forms and the questionnaire was distributed via social media, especially Facebook, but there were not many participants so the questionnaire was distributed to ten teachers from middle and high school, because we still lack the initiative and motivation to participate in studies on This way, though, it doesn't take more than two minutes. The results are explained as follows:

	<b>Participant</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Teachers</b>	Middle school	5	50%
<b>Teachers</b>	high school	5	50%
		10	100%

**Table 3.1:** Participants type.



**Figure 3.1:** Pie chart representing type of teachers participate .

The certificate obtained by professors from higher education was also taken into consideration and represented in the Bachelor's, Master's and Ph.D. degrees as represented in the following table:

	<b>License</b>	<b>Master</b>	<b>PHD</b>
<b>Certificate obtained</b>	5	5	0
	50%	50%	0%

**Table 3.2:** certificate obtained by teachers .

Also, the practical experience obtained was calculated as less than four years and more than four years of experience in the field of education, and it was surprising that there are professors who have 20 years of education.

	<b>More than 4 years</b>	<b>Less than 4 years</b>
<b>experience</b>	6	4
	60%	40%

**Table 3.3:** teachers experience.

### 3.5 Analysis of Questionnaire

The analysis of questionnaire generally starts from question one (1) but we start analysis from question four (4) consider as question one:

**Question one: do think student excel in French more than English?**

Yes	No
1	9
10%	90%

**Table 3.4:** student excel in French language .

Some teachers justify their answer by:

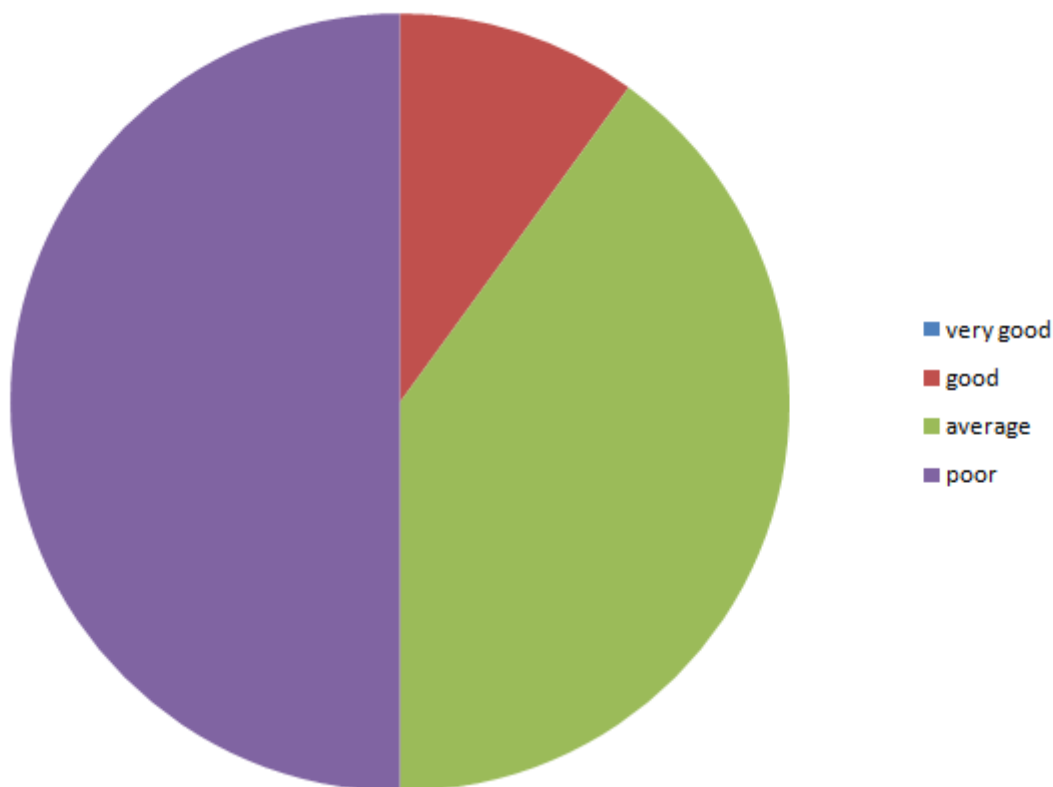
- “ weak in all foreign language”
- “ student are more exposed to English than French”
- “ most of the students hate French they prefer English because of the social media( common words in English)”
- “New generation are attached to English language than French”
- “Because they have a weakness in both language”
- “ they are weak in the two language”
- “ they get more excel in English”
- “most of students find English easier than French especially in terms of grammar”
- “ English is very simple because it has simple grammar system”

Hence, we note that most of the teachers agree that the French language is not easy to learn, and even they see that the English language is more close to students, as one of the teachers said that they learn it from social media.

**Question two: how do you consider your students level in speaking?**

Very good	Good	Average	Poor
0	1	4	5
00%	10%	40%	50%

**Table 3.5:** students level in speaking English .



**Figure 3.2:** pie chart presenting student level in speaking English .

### Question three: did your students face difficulties in speaking English?

Yes	NO
9	1
90%	10%

**Table 3.6:** students difficulties in speaking English.

Perhaps from here we can assume that the lack of English in speaking among students within the department is a result of the lack of generalization of the English language, such as French, and perhaps when the English language is included in the primary stage, this decision will make a difference for the students.

### Question four: what do you think about English in Primary School?

The teacher's response comes like:

- "English has an important part to play in both education and society"
- " will teach children to speak and write fluently, so that they can communicate their ideas to each other's"
- " I think that teaching English in primary school in an interesting idea"
- "it is a good since they need English in their life more than French"
- " it is an excellent idea/ project because the ( primary) elementary stage is the basic for any new language"

- “ it is the best stage for receiving the basics of the language”
- “it is very good, especially in the third year primary school”
- “ it’s a good idea to teach English in primary school this lead pupils to collect more vocabulary in addition English language is new universal”
- “I think it is going to be more suitable if we start teaching English since primary school because it is the language of the world (lingua franca); in addition, English is what they need for their professional life.

**Question five: do you think that replacing the French language with English in primary school will make the difference to students in the next stage of study?**

Yes	NO
9	1
90%	10%

**Table 3.7:** Yes or No to difference that happen in next stage.

The teachers justify their answer by:

- “ this will make students more fluent in English, and also it is easier than French language in term of grammar”
- “ English is vas( especially in the internet ) using it provide you with more information”
- “ English is a language of science and knowledge”
- “ because English is easier to learn”
- “because English will improve the quality of education”

**Question six: what is the perfect age to start teach English?**

The answer of the teachers comes like:

5 years	7 years	8 years	10 years
1	1	6	2
10%	10%	60%	20%

**Table 3.8:** perfect age to start teaching English .

In generally from that we see that perfect age to star teaching English in primary school by teacher opinion is 8 years it means start from 3RD year.

**Question seven: do you think that this change will improve the quality of education in country?**

Yes	NO
10	00
100%	00%

**Table 3.9:** yes or no to improve the quality of education in country.

After seeing the results related to questions four, five, six, and seven, we note that the English

language will be successful at the educational level if it is included in the primary stage, as most teachers confirmed that it will improve the quality of education in the country and make a difference at all levels.

**Question eight: do you think that the way English is taught in primary school is different from middle school?**

Yes	NO
10	00
100%	00%

**Table 3.10:** yes or no for differences between the way English taught in primary/middle school.

Teachers confirmed their answers with:

- “ because it depends on the methodology and methods of teaching of language in special method ( way) or program”
- “ because pupils of primary school are younger and their level is not the same us the one in middle school”
- “in primary school English should be very simple”
- “ the elementary school needs an easy programmer which based on oral expression wherese the middle school needs grammar lessons”
- “ in primary school the needs to receive a simple language without complex grammar”
- “ the teacher must not focus at all on the subject itself, the learner must know reading and writing”
- “ primary school education must be the start from teaching alphabets/ communication”
- “ the students are younger, so we have the focus in the skill of speaking by using the method of drilling on memorization, and also using TPR ( total physical response).

In order to confirm also the previous two questions, we asked the following questions:

**Question nine: what is the method of teaching that you follow in classroom?**

And the answers come like:

- Communication language teaching.
- Approach competencies ( the teaching guide).
- Communicative approaches.
- Audio-lingual method.

Some teacher they don't response to this question maybe they follow they own why in teaching inside classroom.

**Question ten: in your mind what is the perfect methods to teach English in primary school?**

Grammar translation method	0	00%
Direct method	1	10%
Audio-lingual method	3	30%
Total physical response	2	20%
Eclectic method	1	10%
Eclectic method	6	60%

**Table 3.11:** perfect methods to teach English in primary school .

**Question eleven: do you think the children will adopt this method that you chose?**

Yes	NO
10	00
100%	00%

**Table 3.12:** Yes or No for the methods that teachers chosen.

From here we see Most of the teachers agreed to choose communicative approaches which based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Also they justify their answer by:

- “because it’s the best way to enhance the listening and speaking skills/ language forms occur more naturally”
- “very easy and simple”
- “they need at the beginning more vocabularies than grammar”
- “because our mother language( as an example) we received it through communicative approaches”
- “the teacher should let the learner express themselves”
- “entertainment and studying at the same time”

**Question twelve: do you think English will remove French language from the country for good?**

Yes	NO
8	2
80%	20%

**Table 3.13:** Yes or No for the English will remove French language from the country .

**Question thirteen: do you think English is language of the future?**

The teacher justify by:

Yes	NO
9	1
90%	10%

**Table 3.14:** Yes or No for the English is language of the future.

- “ it is an international language”
- “technology/ USA power”
- “ the world change rapidly”
- “because it is a global and international language”
- “it global language”
- “the language of technology”
- “because it is the most global language and serve as tool of communication with the entire world”

The final Question come to confirm choose of teacher it comes like: do you accept the decision to include English language in primary school? The answer was yes in 100% and they justify their answer by:

- “to deal with it in early age”
- “because it’s important for pupils academic and professional careers”
- “English is language of the world”
- “it is the suitable stage( perfect stage)
- “it is an absolute necessity”
- “the learner have the right to learn any foreign language at this stage”
- “the language of development”
- “it important for their future”

### 3.6 The discussion of the result

the general objective of this research is to measure the attitudes of middle and secondary education teachers towards the inclusion of English in the Algerian primary school instead of delaying teaching/learning until middle school as is the case now. The aim was also to examine the reasons for conditioning their positions.

The responses to the most important items of the questionnaire revealed a great deal of concordance in the answers among the professors. Also in fact, most of them expressed frankly positive attitudes towards the most direct questions. Therefore, it is not surprising that most of them support the promotion of the teaching of such a language in the Algerian education system.

The results also showed that professors’ positive attitudes are guided by a number of reasons. These positions are closely related to the international value of English, being the world’s number one language. Professors realize the role and importance of English which is the language of economics, politics, finance, science, technology, etc. at present. English is simply described



as the language of globalization. Although French is also an international language, it remains less valuable when compared to English. This is likely to generate positive attitudes toward the language of power. Again, this is confirmed by this study.

### **3.7 conclusion**

This chapter was a space to display the search results. The aim was to provide adequate answers to the research questions and to test the validity of the associated hypotheses. In fact, the results revealed that before taking the step or decision of teaching English in primary school, Algerian official's educators and policy makers should take the needs and aspirations of the society into consideration and indulge in a bottom up language planning approaches which guarantees linguistics rights, respect the aspiration of the masses in order to achieve more linguistics balance within the Algerian speech community.

# General Conclusion

## Conclusion

Education in the primary stage is one of the most important stages that the state cares about because it is the base of learning, and it is the first stage that students enter for the learning process, and the importance of the primary stage stems from being the real beginning of the development process from the intellectual point of view of the student's perceptions at this age stage, to provide students with a variety of skills and knowledge from writing, reading, and various activities.

Among them, we find that the subjects and languages taught in the school stage of the child's age are the basic ones, because the child is considered as a blank sheet when he joins the primary stage, and the subjects taught in the first stage have always been problems that always arise, especially the teaching of the French language, as it is the result of French colonialism in the country. This raised many problems and questions about the future of the French language in the country, Algeria, especially in education, specifically in the primary stage. From here, the English language emerged, which posed a challenge to the French language for its place in education. We also find the English language sits on the throne of the most widely spoken languages in the world. It is the language of development and technology, as many describe it as the language of the future.

The concept of English language application in Algerian primary schools remains a complex topic that must be adhered to for further study. The linguistic and cultural environment in Algeria calls for English as a foreign language rather than French, which is explained by the extensive use of the language in various fields. The existence of political obstacles that prevent an in-depth study of the issue remains problematic.

Hence, the topic of this memorandum came based on what came on Algerian television and daily news on newspapers, magazines, electronic articles, and even social media, Facebook and Instagram, about the future circulation of the French and English languages in a country and the replacement of the French language with English at a stage Primary education The idea of the memorandum came to discuss this topic, starting with the first chapter, which was about the French language in the country in which we saw the history of this language, which began with colonialism and the present day. In the English language in a country in which we also saw the history of the English language, how it emerged and spread around the world to its presence in Algeria, which helped in its spread. It is a decision worthy of study because it will result in a complete change in the educational curriculum in the country.

Summary of the results of this study in a set of points and come on:

- English is the language of the future in Algeria.
- The end of the era of the French language because it no longer serves the people with nothing.
- The inclusion of the English language in the primary stage has become a matter and a definite demand for the people.
- The decision to include the English language in place of the French language is a decision that requires extensive study by specialists.
- There is no place for the language of colonialism in the country.



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